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THE ROLE OF COMMUNICATION IN THE FORMATION OF A PROFESSIONAL PEDAGOGICAL IMAGE

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Abstract

The professional image of a teacher is a multidimensional construct that reflects pedagogical competence, ethical standards, communicative behavior, and personal qualities demonstrated in interaction with students, colleagues, parents, and the wider educational community. In modern education, communication becomes not only a tool for transmitting knowledge but also a mechanism for building authority, trust, and cooperation. The article analyzes theoretical approaches to professional image formation and substantiates the decisive role of communication in shaping perceptions of the teacher's personality and professionalism. Particular attention is given to communicative competence, verbal and nonverbal expressiveness, emotional intelligence, digital interaction, and conflict management.

Keywords: Professional image, pedagogical image, communication, communicative competence, teacher identity, pedagogical culture, emotional intelligence, interaction, professional ethics, digital communication

Introduction

The transformation of educational systems, rapid digitalization, and growing expectations from society have significantly changed the requirements for the modern teacher. Today, a teacher is evaluated not only by subject knowledge but also by the ability to communicate effectively, demonstrate empathy, manage

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relationships, and create a psychologically safe learning environment. In this context, the professional pedagogical image becomes a key factor influencing students' motivation, parental trust, and institutional reputation. Communication acts as the central instrument through which this image is created, maintained, and transformed.

The relevance of the research is determined by the need to understand how communicative behavior shapes professional authority and how teachers can consciously develop their image.

Theoretical Foundations of Professional Pedagogical Image -the concept of image originates from social psychology and refers to a stable perception formed in the minds of others. In pedagogy, it includes external appearance, speech, manners, values, teaching style, and emotional responses.

Researchers view the professional image as: a result of social expectations; an indicator of competence; a means of pedagogical influence; a resource for authority and leadership. A positive image enhances credibility and facilitates cooperation, whereas a negative one may hinder educational outcomes.

Communication as the Core of Pedagogical Activity -pedagogical activity is fundamentally based on communication, as the teaching and learning process occurs through constant interaction between the teacher and students. Communication serves as the primary mechanism through which knowledge, values, attitudes, and behavioral norms are transmitted within the educational environment. Without effective communication, the educational process loses its coherence and effectiveness. The teacher does not simply deliver information but organizes the entire learning process through purposeful interaction, dialogue, and feedback.

Through communication, the teacher performs several important roles in the classroom. First, communication enables the teacher to organize learning activities. By explaining concepts, providing instructions, asking questions, and guiding discussions, the teacher structures the learning process and helps students

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understand academic material. Clear and meaningful communication allows students to follow the logic of the lesson and actively participate in learning. Second, communication plays a crucial role in motivating students. Teachers use verbal and non-verbal communication to encourage curiosity, maintain students' interest in the subject, and inspire them to achieve better academic results. Supportive language, constructive feedback, and positive reinforcement create an atmosphere in which students feel confident and willing to engage in the learning process.

Third, communication helps the teacher regulate student behavior. Classroom management largely depends on how effectively the teacher communicates expectations, rules, and norms of behavior. Through respectful and consistent communication, the teacher can prevent conflicts, guide students toward appropriate behavior, and maintain discipline without creating a tense atmosphere.

In the educational context, communication performs several key functions that support the teaching and learning process.

Informational function - this function involves the exchange and transmission of knowledge, ideas, and information. Through lectures, explanations, questions, and discussions, teachers provide students with academic content and guide their understanding. Effective informational communication ensures that students receive clear and structured knowledge.

Regulatory function - communication also serves to regulate and coordinate actions within the classroom. Teachers use communication to organize group activities, provide instructions, establish rules, and manage interactions among students. Through this function, communication helps maintain order and structure in the educational process.

Affective function - the affective function relates to the expression of emotions, attitudes, and feelings. Teachers convey encouragement, support, approval, or concern through their communication. Positive emotional communication

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strengthens teacher–student relationships and enhances students’ motivation and engagement.

Perceptive function -communication allows participants in the educational process to understand each other’s intentions, personalities, and emotional states. Through observation, listening, and dialogue, teachers interpret students’ reactions, needs, and difficulties. This perceptive aspect of communication is essential for effective pedagogical interaction and individualized support.

Communicative Competence and Professional Authority - communicative competence is a key component of a teacher’s professional competence. It includes the ability to select appropriate communication strategies, maintain constructive dialogue, and adapt communication styles according to the educational situation and the characteristics of students.

A communicatively competent teacher demonstrates several important abilities. One of them is the ability to choose appropriate communication strategies depending on the context of interaction. For example, the teacher may use explanatory communication during instruction, motivational communication during encouragement, or supportive communication when helping students overcome difficulties.

Another important aspect of communicative competence is the ability to maintain meaningful dialogue. Effective teachers encourage students to express their ideas, ask questions, and participate actively in discussions. Dialogue-based communication fosters critical thinking and collaborative learning. Active listening is also a crucial element of communicative competence. Teachers who listen carefully to students’ opinions, concerns, and questions demonstrate respect and understanding. This creates a sense of trust and strengthens the educational relationship between teacher and students.

Finally, communicative competence requires respect for diversity and individual differences among students. Teachers interact with learners who may differ in cultural background, language abilities, learning styles, and personal experiences.

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Respectful and inclusive communication helps create an equitable and supportive learning environment for all students.

Thus, communicative competence directly contributes to the development of professional authority. Teachers who communicate clearly, respectfully, and effectively gain the trust and respect of their students. Their authority is based not only on knowledge and expertise but also on the ability to establish productive interpersonal relationships within the educational environment.

A teacher with developed competence: expresses thoughts clearly; supports feedback; prevents misunderstandings; demonstrates confidence without pressure.

Such behavior directly strengthens professional reputation.

Verbal Communication and Image Formation -speech culture is one of the most visible indicators of professionalism. Tone, vocabulary, clarity, and logical structure influence perception. Positive image is associated with: academic literacy;

accessibility of explanations; respectful forms of address; constructive evaluation. Harsh criticism, sarcasm, or indifference can quickly destroy authority.

Nonverbal Communication in Building a Professional Image -facial expressions, gestures, posture, eye contact, and distance often speak louder than words. Friendly openness promotes trust; closed or aggressive signals create barriers. Consistency between verbal and nonverbal behavior is crucial. Students easily detect insincerity.

Emotional Intelligence in Professional Communication -emotional intelligence allows the teacher to recognize personal feelings and students' experiences, regulate stress, and maintain supportive interaction. High EI contributes to: empathy; patience; fairness; conflict prevention. It forms the moral foundation of a positive pedagogical image.

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Communication Style and Teacher Identity - authoritarian, democratic, and liberal styles create different perceptions. Contemporary education values partnership and dialogue, where the teacher is a facilitator rather than controller. Democratic communication increases engagement and respect.

Digital Communication and Online Image - online platforms expand the teacher's visibility. Emails, messengers, virtual classrooms, and social networks become part of professional identity. Digital etiquette, response time, accuracy, and respectful tone affect credibility no less than face-to-face interaction.

Psychological Mechanisms of Perception - image formation depends on: first impressions; stereotypes; previous experiences; emotional memory. Regular positive communication gradually strengthens a stable professional reputation.

Conflict Communication and Reputation - difficult situations are critical moments for image evaluation. Ability to remain calm, objective, and solution-oriented demonstrates maturity and competence.

Developing Communication for Positive Image - effective strategies include: reflective practice; peer feedback; communication trainings; voice and speech development; empathy exercises. Continuous self-improvement ensures sustainable professional growth.

Universities should integrate communicative disciplines, psychological workshops, and supervised practice into curricula to prepare future educators. Modern pedagogy shifts emphasis from information delivery to relationship building. Communication becomes the environment in which knowledge is accepted. Without trust and respect, even high expertise loses value.

Conclusion

Communication is the fundamental mechanism in the formation of a professional pedagogical image. Through everyday interactions, the teacher demonstrates competence, ethics, and humanity. Purposeful development of communicative

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culture leads to stronger authority, better cooperation, and improved educational outcomes.

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